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CONTENTS

	Page
Books and departments for the 'teen age,	
Gerber	260
Club work and story telling, Harris.....	265
Book notes and current news.....	267
Books for holidays, Venn.....	272
News of Indiana libraries.....	275

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Ohio Library Association Indiana Library Association Indiana Library Trustees Association Dayton, October 15-17

General Program Speakers: John Langdon-Davis, Joseph Auslander, Dorothy Gordon; authors: John Macrae, Pres. E. P. Dutton Co.; Frank D. Slutz, Dayton; Clarence Sherman, Providence; Miss Alice Tyler, Cleveland; Chalmers Hadley, Cincinnati; Louis Buisch, Dayton; Miss Hazel B. Warren, Indianapolis.

Round Tables for Talks and Discussion

Large Libraries, Miss Louise Prouty, Cleveland;
Small Libraries, Miss Miriam Netter, Warsaw;
College and University, Earl N. Manchester, Columbus;
Library Trustees, Sheridan Clyde, Elwood;
Hospital Libraries, Clarence W. Sumner, Youngstown;
Cataloging, Mrs. Virginia C. Williams, Fort Wayne;
County Libraries, Miss Bertha Ashby, Bloomington;
Special Libraries, Miss Grayce Hartley, Dayton;
Reference Work, James A. Howard, Hammond;
Branch Libraries, Miss Winifred Riggs, Toledo;
Children's Work, Miss Julia F. Carter Cincinnati;
School Libraries, Miss Barcus Tichenor, Muncie;
State and Local History, Harlow Lindley, Columbus.

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BOOKS AND DEPARTMENTS FOR THE 'TEEN AGE

By H. Lucille Gerber, Librarian, LaSalle Branch, South Bend

Departments, or at least books for the 'teen age and ways of getting them to the 'teen age is a field still so new and so appallingly big and rich and fruitful that it almost takes one's breath away—for in reality we have hardly even "scratched the surface" in public library work with young people. We have extended our services by means of branch libraries, stations, county libraries, travelling libraries, book trucks and so on. We have children's libraries, business libraries, and any number of special libraries. We have hospital libraries, departments for the blind, and are making great strides in adult education in the library. But for our young people—the boy or girl of 'teen age, the intermediate, the adolescent (call him what you will!)—surprisingly little has been done by the public library. There are school libraries—a great number of them—and while the intermediate is still in school he has access to their splendid resources. But at the same time he needs the public library. And what of the hundreds of thousands of boys and girls of school age who are not in school? Statistics show that less than 50 per cent of the young people between the ages of 14 and 20 are in schools of any kind. Where are the remaining thousands? Surely that is opportunity enough to please any librarian. We are truly agreed that it is time that something should be done—but what—and how? Departments for them?—if possible. Some of the larger cities who are pioneers in the work have formulated plans which seem best fitted to their needs, and all are striving toward the same end of better serving the adolescent reader.

In Brooklyn the work is done by the children's department. Clara Whitehill Hunt writes of the opening last August of

the Intermediate Department in two rooms which have been fitted up in the Brownsville Children's Branch. This department is in charge of trained children's librarians and is intended primarily for High School students—both Junior and Senior. Miss Hunt reports a decidedly gratifying success of the experiment. They have had excellent co-operation from the teachers of the neighborhood and the boys and girls themselves have been eager users of all the advantages which have been opened to them by their own room.

In Los Angeles the work is done by the Adult Education department and is mostly outside and club work rather than any actual collection of books within the library. Book talks are made before Senior high school groups; lists are made (for despairing parents, or for the boy who has never found a book that he could read clear through, or for the girl who has read simply everything in the library!); and notices of exhibits are sent to high school classes or organizations who might be interested. A book club was formed by inviting each of the 15 public high schools and the 8 private high schools to send two representatives in to the library to form the club. The aims are—to stimulate 'teen age interest in good reading, to exchange book news and notes between high schools, to provide a non-competitive interscholastic organization which would act as a common meeting-place for the friendly exchange of ideas, and to create a book-list of interest to the 'teen age because it is selected and approved by the young people themselves. The program of each meeting centers around from 6 to 10 book reviews and the 3 most interesting books are chosen to form a part of a permanent book-list. Outside speakers have been obtained to vary the programs and re-

lated school subjects are discussed and last year a dramatic section was organized for those especially interested in plays. Miss Newton concludes her report by saying "The enthusiasm of the members and of their parents who often visit the monthly meetings, and of school librarians who have been generous of their praise and help, makes us feel that the club has more than achieved its purpose."

In Cleveland these two plans are more or less combined. The work is being done under the supervision of and in connection with the schools department of the library. There is a special collection or department for young people—the Robert Louis Stevenson room (so named by the young people themselves) at the main library; and this, by the way, has proven such a successful experiment that similar departments are being opened in the branches. Also, a great deal of work is being done outside by means of lists—both individual and general; and book talks—especially to industrial groups or organizations of young people; and clubs of various kinds. An especial effort is being made with "follow-up" cards to reach the intermediate as he leaves school, whether through graduation or some other cause. The club work is very interesting. The Stevenson room poetry-group, as first thot of by the librarians in charge, was for those young people interested enough in poetry to want to meet every two weeks and read and discuss poetry, both old and new. But the boys and girls who came for the first meeting all wanted to *write* poetry—that was their idea of the club, and a bit more than the librarians had expected. But they were fortunate in having a poet—Miss Marie Gilchrist—on the Cleveland staff and she consented to take the group and so—they wrote poetry! Last year they were finally able to publish a small book of what they chose as their best work—"Preludes to poetry" it's called—and it will be most interesting to those of you who are anxious to see what these young people have done—through the help and guidance of the

public library. The art club is newer, but quite as successful in its own way. Here, too, the boys and girls wanted to *draw*—not merely study pictures, and so they meet once a week for an hour of sketching. The group was so very large that it had to be divided into four parts and two art students were secured to take charge of the groups. Some of the best sketches each week are taken to the Stevenson room and other young people show great interest in seeing them.

But this is enough to show you what is being done in some cities. Still others are working out this problem in their own way—Toledo, Milwaukee, Newark, Indianapolis—all have done something; and we have made a beginning—though of necessity a very small one—in South Bend. The moving of all the business and technical books from the main library into the new Business and Industrial department left one small room in the adult department which could be utilized as a Browsing Room. One corner in this room has been designated the Young People's Corner and a carefully selected collection of about 300 books, which we think will be of especial interest to the 'teen age boy or girl, is kept here. This collection—which is kept changing constantly—is so small that it can be hardly more than suggestive and, of course, we do not confine our work with young people to merely urging the reading of these particular books; nor do we attempt to include there anything but the purely recreational type of book (that takes in a great amount of material, however.) One member of the adult staff is in charge of this corner and of this work; she fills a regular place in the adult work, but her first interest is the high school boy or girl—no matter what the request may be. We have had good co-operation from the high school students in getting the work started. They have introduced the corner through their school paper; published lists of new books, and also reviews of books which have been given them by the young people's librarian. The

work is slow, for we can not spare more time or space as yet; but we feel that it is sure—and we are not trying to measure its success merely by circulation statistics. We take it for granted that in this work of interesting young people in books and what they can do for them, it is much better to have succeeded in introducing one boy to a good book which he really enjoys and which will lead him out of the “western story” rut than it is to have circulated many books which will probably keep that same boy on the same reading level for the rest of his life. Our purpose is to supplement the work of the school libraries and to stimulate the reading interests of all young people—whether they come from the children’s room or school libraries and have the background for our finest literature, or whether they come to us first at 15 or 16 with practically no reading background and no apparent interests other than the cheapest sort of a thrilling love story or a blood-and-thunder cowboy yarn. There is still an unlimited amount of work to be done in South Bend, especially with the large group of boys and girls who have quit school to go to work, and we are trying to formulate the plan which will be best in our own library.

In spite of all the individual differences of each library there are at least two points of likeness—namely, the need for some special attention for our young people, and, the young people themselves. The intermediates are pretty much the same wherever you find them; there are certain very definite characteristics to be found in this group—there is a developing social consciousness, egotism, a great amount of questioning and analyzing, self-consciousness and sensitiveness and often a decided shyness, impatience with all restraint, and the urge for power—always trying to accomplish something—and this urge needs to be guided. This is a period of conflicts and instability, and yet also a habit-forming period. All interests are stimulated and awakened—they are alive and keen for new things and habits, ready and eager for

personal influences and contacts, ready to experiment. Wherever you are you will find the super-practical youngster and the dreamer; you will find the one who wants nothing but stories and the one who will look in a book only if it will help him build the airplane or finish the experiment he’s working on; you will find the 15-year-old who is still capable of just about 6th grade books, and the 13-year-old who is as well read as most high school seniors; you will find the bold youngster who will take *all* your time if he can, and the shy, self-conscious one who will hardly permit a greeting, much less any help—whatever their needs, we must be ready to serve them; if not with special departments then at least with books and the enthusiasm and interest to see that the right book gets to the right young person.

In almost every library, I imagine, a few shelves are possible which the young people can really call their own. Let them know that there is a place for them, just as there is for the child or the adult. We have heard just those two terms for so long in the library that it’s no wonder that we lose the “in-between-er”; and we do lose a great many library borrowers at this age. They are too old for the familiar children’s room and no longer care for those books; and they are bewildered by the adult room where no one seems to care if everything is strange and where the most they can think of to read or ask for is a Tarzan book or a Grey or a Dell or Richmond—probably recommended by some friend—and with these two or three familiar names to cling to, they keep on reading until they have exhausted the supply of an author or two—and then what? More of the same kind or else a complete lack of interest in the library and library books—and who could blame them for that? Make them feel that they *are* individuals and that you are just as interested in getting them good books as you are any of your other borrowers.

Perhaps the reason for so little attention

being given our young people in most cases is that we really don't know what to do with them or for them. Many of the old familiar methods can be used to help make the library attractive to them—book-talks, book-lists, special displays and posters and exhibits for timely subjects. Often there are opportunities in this sort of work to use the youngsters themselves. Usually just a hint is enough to bring many eager helpers, delighted to be able to offer their help and time and ideas; and sometimes this brings out entirely unexpected interests. Watch the school activities, and those of other young people's organizations; and keep up-to-date with all their interests so that you can meet them more or less "on their own ground." Sometimes, if you are at a loss to know how to gain the interest of a group, try a shelf of "hobbies"—with everything from stamps to drama, and from flowers to aeroplanes. You are sure to have some most interesting and unexpected contacts. You can reach every boy or girl in some way, and that way is bound to come out some time, especially if there is time to talk to the youngster. But better than anything else for bringing the young people to the library and being of most help to them when they do come is to—Know Your Books. Perhaps the best sort of advertising you can have is the reputation of being able to "get a fellow what he wants." A boy or girl will never forget—and probably never forgive—if you confidently tell him something about the book he is taking and then he finds, when he gets home, that you were just guessing or else talking about another book! But neither will he forget if you recommended the *best* book he's ever read and then are able to give him another just as good. Know your books and how to introduce them and how they tie-up—one with the other.

If our young people could be exposed only to books of a consistently high standard, perhaps our work would not be so strenuous and exacting, but neither would it be quite so interesting, for there is real

joy in being able—when a boy comes in with the usual request for a western story—to think something besides Zane Grey or B. M. Bower. If it's the real cowboy and his life that he wants, there is "Jinglebob" or Siringo's "Riata and Spurs" for the better readers, or Will James "Smoky". Or, if he is interested in the west and pioneering, there is Garland's excellent "Son of the Middle Border"; or Cather's "O pioneers"; or Bojer's "Emigrants". "The emigrants" fills not only the request for the western story, but also provides a possible new source of interest as presented in the first part of the book—life in Norway, an entirely different country and far away from our western states. This interest could be followed with another of his books—"Last of the Vikings"—which is an epic of the sea and contains a great deal of action, adventure and romance. This has an even greater appeal for most boys than "The emigrant" and of course introduces either more foreign life stories (and these can be followed up with titles which will lead him through all of Europe and the Orient and down into Africa and South America) or it can lead into a field almost as large—sea stories. And those two words call up such a wealth of material that it is almost impossible to know where to begin. There's "Dark frigate", "Jim Davis", "Sea Hawk", "Masterman Ready", "Captains Courageous", "Moby Dick", "Cruise of the Cachalot", "Westward ho!"—and that reminds me of one point that has proved rather interesting—the use of attractive editions, especially of the classics, for boys and girls. They do like them and appreciate them and use them. One boy who was totally indifferent to the lengthy and forbidding-looking old copy of "Westward ho" a week later took the N. C. Wyeth illustrated edition of that book and read and enjoyed it thoroughly and came back wanting more. "The Oregon trail" in the Beacon Hill bookshelf edition doesn't seem nearly so much "just another reading-list book" to be dealt with (and

how the boys and girls *do* keep away from them); "Scottish chiefs" in a gay plaid cover is much more popular than the old edition; and have you ever noticed the end papers of Sherwood and Mantz's "Road to Cathay"? No young person is going to be able to resist them, and think of the rich field of Oriental travel and exploration which can be opened up by such an introduction to Marco Polo. One of the most interesting books to use in this connection is Dr. McGovern's "To Lhasa in disguise".—But to get back to sea stories—each of those I have already mentioned has a definite lead besides that of just the sea story—whether it be adventure or exploration and discovery or an interest in fishing or just travel. And of course we mustn't forget "Treasure Island" and "Jack Ballister's fortunes" and the rest of the pirate books. Nor "Barnaby Lee" or "Drums"—both of these with a decided historic interest. And once the boy or girl has taken American history as the hobby of the moment, there is no end to the interesting by-paths that can be followed, not only in fiction but in every class of literature. It is even possible, through sea stories, to introduce poetry to the boy who probably never dreamed of being caught with a book of poems. If he shows a decided interest in the sea, try Masfield's "Salt water poems and ballads"—and he is most unusual if he doesn't respond to the swing of one of the ballads or—

Oh I am tired of brick and stone, the
heart of me is sick

For windy green unquiet seas, the realm
of Moby Dick;

And I'll be going, going from the roaring
of the wheels

For a wind's in the heart of me, a fire's
in my heels.

From these he will probably go on with other ballads and then the longer narrative poems; and though he may never develop a decided flair for the poets, at least you may succeed in convincing him that even

a real "he-man" need not be ashamed of knowing and liking a bit of poetry now and then. A good book to use in helping toward this end is Auslander's "Winged horse".

Of course, fiction is the first thing we think of when the call comes for a "good book"; and that is usually the best and easiest way to start, with either a good reader or a very poor one. A "story" has a universal appeal, and a worth-while, usable story is one that has an outlet, a definite lead into something else. Mediocre or stepping-stone books can be and should be used, for you will not find that every boy or girl who comes into the library is ready for even most of these books that I have already mentioned. There is no harm in mediocre books unless they are what have been called "blind-alley" books—those which will keep the young reader right on the same track all the time, reading in a circle. If they lead away from this circle to other and better books of fiction or to travel or biography or science or history or drama or poetry, then by all means use them. But you see how necessary it is to know the books yourself. Biography is an exceptionally easy way of breaking away from an exclusive diet of fiction; there is so much and such very splendid material now which we can use. For the boy interested in science—"Microbe hunters" or, "Loki, the life of Steinmetz"; for the stage-struck girl, Terry's "Story of my life" or, Otis Skinner's "Footlights and spotlights"; for the aviation enthusiast—"We" or "Skyward"; for the student of history—Johnson's "Andrew Jackson" or Chidsey's Bonnie Prince Charlie" or Repplier's "Pere Marquette" or Strawn's "Sails and swords". Think of the ways to use Wiggin's "My garden of memory"; or "Roamin' in the gloamin'"; "Marbacka"; "Daughter of the Samurai"; "Margaret Ogilvy"—but the list is endless. Travel is almost as easy. All the Franck and Foster books are fine to use and they serve as good leads to other books of travel in the same countries.

Sometimes suggestions can be made by means of the "read after" labels which have proved to be very successful in some libraries. Many boys and girls, when they have finished a book which they have enjoyed, are very willing and anxious to read next the book which is suggested at the end. These slips are easily made and used—it is enough to have just a typewritten "read next" followed by the title of the book—or books—you want to introduce and the slip pasted on the last page of the lead book. With other young people it is much better to introduce the book yourself. Talk to the boy or girl (that is the greatest help, of course, in finding out the particular interests and wants); tell a bit of the plot if necessary, or some little interesting detail about the author, or your own experience in reading the book. But don't let the boy or girl know that his reading is being directed. That would be fatal to your purpose. Personal contacts mean a great deal, but the guidance should be indirect. The young person feels that you, the librarian, with your wider knowledge of the books, are the logical one to suggest a book which will be enjoyable; but let it be a friendly suggestion—never a command, or a hope that he'll take this book because it is something he should read. And we all know that the forbidden book is the most attractive of all! Some books need more introduction than others and some boys and girls need more help. Again, know your books and try to know and understand your young people. This is a hard age to understand, but an age that *needs* understanding and help and guidance. If the librarian can be an understanding com-

rade who is also custodian and friend of a vast storehouse of the most interesting books—think what her opportunity can be.

The work is not easy. Aside from the actual problem of the boys and girls themselves, a young people's librarian should know children's books—all of them (for you must go back for the poorer readers); and adult books—again, all of them, for very obvious reasons; and should have training and experience and understanding and a real desire to help the 'teen age boy or girl. That really sounds like a super-sort of a librarian, and I suppose few can meet all of these standards; but with a sincere wish to do the best possible for our young people we have gone far toward reaching this ideal. A librarian in a smaller library where there are no separate departments and where she has a chance to work with all the books and all the borrowers has a greater opportunity for helping the 'teen age boy or girl, I believe, than any except the special young people's librarian in the larger library.

So let us experiment and do all that we can—each in our own library and each with the same end in view, the best in public library service for the 'teen age. And if our work can result in having our young people coming back for the books we have suggested, with comments on their likes and dislikes—feeling always that there is a book in the library which they will want the next time, and the next, and the next—gradually widening the scope of interest—then—we can be sure that reading is a source of inspiration and pleasure and a real education to them, and our work has been successful.

CLUB WORK AND STORY TELLING

Lucille M. Harris, Children's Librarian, Anderson

Club work and story telling carried on by public libraries have proved to be two successful and effective means of cultivating the habit of reading among children. In-

terest in good books is furthered among those who already love to read and many new readers are gained by these two activities. Neither of the two activities are new

ideas, libraries have been practicing them for years; but like the stories and books themselves, clubs and story-hours do not grow old, but are ever popular and interesting to children.

By clubs, I mean, of course, reading clubs or some organization called a club whose purpose is to further interest in reading. Such clubs sponsored by public libraries range from very simple, informal affairs to those that are highly specialized. The more specialized clubs are found in the main in large libraries. Cleveland and Pittsburgh have some very special club work. In these libraries clubs have been formed for poetry, drama, art, music, etc. In one branch in Pittsburgh, a branch situated in a district populated by foreign laborers, a garden club was started. Through the help and inspiration of the librarian a love and appreciation of beauty was kindled, as well as pride in the home and public property. Cleveland has done some very commendable club work in many ways. Their Art Club for children is a very interesting one. Cleveland has on her staff one person who devotes her entire time to organizing and managing clubs.

Smaller libraries find it more satisfactory to have clubs of wider interest. Clubs for general reading, with books from all classes, are usually formed. Following such a plan for a summer reading club, books are selected with the idea in mind of interesting as many children as possible. The list must be well balanced. Books for girls must be included as well as those for boys; and of course care must be used in selecting to see that the books are suitable for the grades or ages for which they are intended. In some libraries travel clubs have been quite popular. A list for such a club may include travel, biography, fiction, history, poetry, plays, etc.—anything in fact pertaining to the countries included.

Coöperation with the schools is quite helpful. In Anderson, we visit the schools and tell the children that we are to have a club, when it is to start, and urge them to

join. We usually tell a story at this time, too. We find the teachers very much in favor of book clubs. They say that the children who have been members of the Vacation Reading Club come back to school in the fall much better pupils—more alert than those who have not.

Some report, either oral or written, should be made by the child on each book he has read, and a record should be kept of the books reported on. We usually have a special story hour for those who complete the reading and at this time award diplomas.

Story telling is as old as the human race and the art has come down to us from a very simple folk who could neither read nor write, but the stories they told have formed some of our most enchanting and vital literature. This primitive way of interpreting life in simple, child-like terms is still the most delightful one to children. Through the story hour, the librarian has the opportunity of making a personal contact with many children. It is often the first step in the development of good reading, new fields are opened to the imagination and a desire is created to read more stories. A story is a sure road to a child's heart and makes for comradeship and understanding between the librarian and the child. The story hour is an effective means of publicity for the library.

In selecting the story one should be careful that the subject matter is of interest to children. Its treatment is of equal importance. The approach should be made from the standpoint of children—without talking down to them. A reminiscent point of view makes an otherwise appropriate story entirely unsuitable for children. Children live their lives hopefully, expectantly, are ever looking forward, not backward. Humor should be wholesome and good-natured, never farcical or crude. Pathos may enter in but not to an overbalancing degree. The story should have unity and directness, there should be no serious digression from the main problem.

The kinds of stories may be roughly divided into two general types—the fairy tale and the realistic story. The fairy tale belongs to childhood and should form a part of every child's literary experience. There is no deeper philosophy than that which underlies these tales; for after all fairy tales are really the attempt of early philosophers to explain life. Truth is deeply embodied in this literature that is expressed so poetically and so imaginatively. Realistic stories counterbalance the marvelous events of fairyland by interpreting life in actual or possible experiences and incidents. In both types, those stories should be avoided that have no underlying thought or message.

A program for the story hour should be composed usually of two stories and perhaps a poem. The two stories should give as much variety as possible. One may be a fairy tale, the other a realistic story, or if the group be mixed, one may be for the little children and the other for the older children. One may be short, the other long. If a third story is told it should be one that is familiar to the children, say perhaps one that has been used in the story hour before. The lesser story should be told first. If the story is told to the younger children first the older ones will not feel insulted by having to listen to it, their re-

ward is coming. If the short, simple story is told first, it only prepares the listener to receive something bigger; while if the story with the big theme is told first the atmosphere created by it will be shattered by the lesser one.

If the story teller appreciates his story, feels its message, sees the pictures himself that he is trying to create for his audience; if he feels the experience he is trying to relate, then his audience will feel it too—his listeners will see the pictures and experience the story.

Some stories may be told freely in the teller's own words and manner, with little emphasis on the atmosphere or setting—many modern stories are like that. Others must be told almost in the language of the author, in order that the atmosphere of the story be retained.

It is sometimes necessary to cut stories to shorten them to an appropriate length but they should never be written down. The spirit of Irish folklore is conveyed by the musical, easy-flowing language typical of that race. Greek myths are told in words of grace and beauty, while the great Norse myths are dependent upon a strong rugged language. The story teller should be careful to retain the spirit of her story; it is never wise, however, to memorize a story word for word.

BOOK NOTES AND CURRENT NEWS

A recent volume of humor by an Indiana author is *Strange bedfellows* by Don Herold. Mr. Herold was born at Bloomfield, Indiana, and was graduated from Indiana University but has been out of the state for several years. The sub-title of the book "My crazy-quilt memoirs, life-maxims and what-not" explains the character of the contents. The chapters are brief and numerous and each one is practically complete in itself so that the book makes excellent light reading to occupy odd moments. Almost every chapter is headed by

a clever cartoon drawn by the author. Farrar & Rinehart, New York, 1930. \$2.00.

Material on the question of revision of the Indiana constitution continues to come out from time to time. The most important addition to the information on this subject is volume III of *Constitution making in Indiana*, by Charles Kettleborough, director of the Legislative Reference Bureau. Volumes I and II, the first two volumes of the *Indiana Historical collections*, were published in 1916 and cover the ground from the constitution of 1816 to 1916. Volume

III contains the official material relating to constitutional amendments and proposals for a new constitution from 1916 to 1930. A useful feature of the book is a table in the appendix showing all of the sections of the present constitution for which amendments have been proposed, and giving under each section the sources of the proposals and the final outcome of the amendments from 1851 to 1918. Copies of this volume have recently been distributed to all public and college libraries in the state. The Indiana Historical Bureau, 334 State House, Indianapolis, 1930. \$1.50.

Two brief arguments in favor of constitutional revision, one by Ross F. Lockridge, of Bloomington, Indiana, and the other by Lewis Taylor, director of the Tax and Legislative Department of the Indiana Farm Bureau, have been printed by the Constitutional Convention League of Indiana. These discussions may be secured from that organization, 813-814 Lemcke Bldg., Indianapolis, free of charge.

Eugene V. Debs, a man unafraid, by McAlister Coleman, is a biography written in a spirit of sympathy and admiration. The author has a pleasing style and the book will be of interest to the general reader. Greenberg, New York City, 1930. \$3.50.

A useful book on Indiana church history has been prepared by C. W. Cauble of Indianapolis. It is *Disciples of Christ in Indiana*. The volume includes chapters on the pioneer Disciples, the visit of Alexander Campbell to this state, the growth of religious education, sketches of prominent ministers, and a history of the Indianapolis brotherhood center. Meigs Publishing Company, Indianapolis, 1930. \$2.50.

Virgil Ray Mullins of Indiana State Teachers College, Terre Haute, is the author of a small volume called *Hoosier rhymes and readings*. Many of the poems are in dialect and are written somewhat in the manner of James Whitcomb Riley. The book is illustrated by Marion Hetherington Marsh. The Benton Review Shop, Fowler, Indiana, 1930. \$1.60.

Volume 1 of a new history of Benton County by Elmore Barce and Robert Swan has been published recently. It deals almost entirely with the early history of the county. A great deal of space is given to the Indian tribes of the locality. Some special features of the book are the careful discussions of prairie plants, flowers, birds and animals. References at the end of each chapter and an unusually full index are an aid to the student. The Benton Review Shop, Fowler, Indiana, 1930. \$3.00.

A small but nicely bound volume called *Indiana 1930*, published by the State Board of Public Printing, has been distributed to the libraries of the state. No charge is made for this booklet but the material it contains is quite valuable, and was gathered with a great deal of difficulty. It includes pictures and sketches of the governors of Indiana, brief information concerning the present state offices and officers, and short descriptions of the state institutions. The book will be worth preserving if only for the information it contains concerning Indiana's governors.

Professor Walter E. Bundy of the faculty of DePauw University is the author of two new religious books. The first of these *The passion week day by day* is intended as a handbook for ministers and study groups. It is published by Willett, Clark & Colby, 200 Fifth Ave., New York. The price is \$2.00. Professor Bundy's last volume *Jesus prays* is published by the Bobbs-Merrill Co., Indianapolis.

Drury, F. K. W. *Order work for libraries. A.L.A. (Library curriculum studies).* \$2.25. Clarifies details and discusses routine and labor-saving devices for handling the ordering and receipt of books, periodicals, serials, pamphlets, gifts, exchanges, and other miscellaneous material. Like *Book Selection* this book is based on actual practice and experience in different types of libraries in various sections of the country and revised by the comments and criticisms from outstanding librarians. The author takes up in detail the selection of

agents; agreements with them; the use of the national book trade bibliographies of current books, out of print titles, periodicals; and the use of second-hand, remainder and auction catalogs. The organization of routine for inserting book plates, cards, pockets, labelings, shellacking, and the marking and storing of material other than books is developed in the chapter on mechanical preparation. Accession methods based on the use of accession book and shelf list card are also presented. There is a separate treatment of bookkeeping and an analysis of statistics and reports which cover finance, accessions, and binding.

Drury, F. K. W. Book selection. A.L.A. (Library curriculum studies.) \$2.75. Sets up principles of book selection and criteria for judging books in each of the main divisions of the Dewey decimal classification. It is based on actual practice and experience in different types of libraries in various sections of the country and revised by the comments and criticisms of outstanding librarians. Considers public, college, university, and other types of libraries.

Graded list of books for children. A.L.A. \$2.00. This second and entirely revised

edition presents approximately 1,250 titles which will be used and enjoyed by children from the first nine grades. Books for leisure reading at home or in the library have been chosen to link up interests aroused in the classroom and to create new interests for children whose contacts outside of school are limited. The books are grouped by grades and buying as well as cataloging and classification information is furnished for each title.

For those children who have in their daily lives little opportunity to see beauty in line and color, some of the finely illustrated editions have been included. Standard classics, recent books, and reference works comprise the selection. In compiling the list, suggestions from specialists in children's literature were submitted to the vote of 50 children's librarians and instructors in children's literature. Anne T. Eaton, librarian of the Lincoln School, Columbia University, was chairman of the committee in charge of formulating the list which was edited by Nora Beust, teacher of children's literature at the University of North Carolina. Will be useful to public libraries and elementary and junior high schools.

OHIO-INDIANA LIBRARY CONVENTION

Dayton, Ohio, October 15-17

The first general session will be held Wednesday afternoon with the talks centering around the librarian and his staff. Clarence Sherman of the Providence, Rhode Island, public library and Miss Hazel Warren of the Indiana state library will represent the library giving us inspirational talks on what the librarian expects of his staff, and the staff of the librarian. Louis Buisch of the National Cash Register of Dayton, a very able speaker, will conclude the program with a talk on—The Librarian and his staff selling their books to the public. He will give the outside note to the afternoon's program.

Wednesday evening the Indiana Library Association and the Indiana Trustees Association will be the guests of the Ohio Library Association.

On Thursday evening will be the banquet of the three associations with an outstanding speaker.

Thursday afternoon will be given over to visiting libraries, a Dayton sight-seeing trip and possibly a trip to Antioch College at Yellow Springs.

An especially interesting meeting is being planned for the last session on Friday afternoon and we are urging every member to stay for this last meeting as we expect it to be one of the best of the entire session.

The talks are to center around the subject, "The Book from publisher to public".

Short talks will be given by John Macrae, president of the E. P. Dutton Company, representing the publisher; Miss Dorothy Gordon giving us the author's point of view; Chalmers Hadley, of the Cincinnati public library talking from the standpoint of the librarian and giving us the librarian's place in getting the book from the publisher to the public. The public will be represented by a local Daytonian. Mr. Macrae's recent Dutton Scholarship Fund for Children's librarians makes him of outstanding interest to librarians and we should give him a most cordial welcome. He brings with him as one of his authors Miss Dorothy Gordon who has written the two delightful books of song, "Sing It Yourself" and "Around the World In Song", both of which have proven most popular with librarians. Miss Gordon sings some of these songs most charmingly and this will give a lighter tone to our last session.

The Round Tables will be held Thursday and Friday mornings with dinner meetings on Thursday and Friday noons.

Ohio has charge of the following Round Tables:

Large Libraries, Miss Louise Prouty, Cleveland;
College and University, Earl Manchester, Ohio State University Library;
Hospital Libraries, Clarence Sumner, Youngstown;
Children's Work, Miss Julia F. Carter, Cincinnati;
Special Libraries, Miss Grayce Hartley, Engineers' Club, Dayton.
Indiana will have the following Round

Tables:

Reference, James A. Howard, Hammond;
Cataloging, Mrs. Virginia Carnahan Williams, Fort Wayne;
School Libraries, Miss Barcus Tichenor, Ball State Normal, Muncie;
Small Libraries, Miss Miriam Netter, Warsaw;
County Work, Miss Bertha Ashby, Bloomington;
Trustees, Sheridan Clyde, Elwood.

The Indiana Trustees' Association is planning a most interesting program with a luncheon meeting on Wednesday noon, a banquet Wednesday evening, and a Round Table on Thursday morning. Ohio has no Trustees Association and they are hoping for such an inspirational series of trustees' meetings as to result in the formation of an Ohio Trustees' Association.

SPECIAL NOTICE

If 150 certificates are presented for validation a special rate of one and one-half fare on the "Certificate Plan" will apply to members and dependent members of their families attending the meeting of the Ohio and Indiana Library Associations at Dayton. Tickets may be obtained October 11 to 17 inclusive. A certificate must be asked for at the time of making the purchase. Do not make the mistake of asking for a *receipt*. If the necessary minimum of 150 certificates is presented at the meeting and your certificate is duly validated by the special agent, you will be entitled, up to and including October 31, 1930, to purchase a return ticket via the same route over which you made the going journey, at one-half of the one-way tariff fare from the place of meeting to the point at which your certificate was issued. Miss Elsie Pack, secretary of the Ohio Library Association, will act as endorsing officer for the railroads.

SUMMER SCHOOL, 1930

The twenty-ninth annual summer school for librarians and assistants was held June 15 to August 2, in the Senate Chamber, State House. Twenty-five students registered. One who could not finish last year on account of sickness returned for the last two weeks, and twenty-six successfully completed the course. The students were more evenly divided as to age than usual. It was a well balanced class, educationally, and we were much pleased with the work they all did. Three had bachelor of arts

degree, and six had one or more years of college. There were four librarians, twenty-one assistants and one school librarian.

On July 15th, all went in a chartered bus to visit the Noblesville public library. Miss Lulu Miesse, librarian, her assistants and members of the library board, were delightful hostesses. The students were much interested in the library, and gained many new ideas about the administration of a good library of average size.

The National Library Bindery was visited the morning of July 30. This was the first bindery most of the class had ever visited and observations and explanations were most interesting and instructive.

Most of the summer school students lived at the Blue Triangle (residence of Y.W.C.A.) and associations there were very pleasant. The first day of the session the staff of the Indiana State library greeted all the students at an informal tea in the Senate Chamber. After the Bindery visit on July 30, all went to the Indiana Theatre and the intense heat that was with us then was forgotten in the "cooled air" theatre. A social evening at Miss Warren's home, July 31, was enjoyed by several of the class.

1930 Summer School Students

Bratton, Mrs. Mabel M., Walton;
Broderick, Doris E., Sullivan;
Bucklin, Jean, Brazil;
Campbell, Hazel A., Linden;
Cheesman, Kathryn, Noblesville;
Clark, Ida, North Vernon;
Courtney, Evelyn, Vevay;
Dixon, Doris, Linton;
Foster, Florence B., Goshen;
Hamlin, Iva M., Worthington;
Hill, Marie Elizabeth, Lebanon;
Irwin, Rosalie, Frankfort;
Miller, F. Kathryn, South Bend;
Murray, Florence, North Vernon;
Peffley, Elizabeth A., Ladoga;
Post, Mary M., South Bend;
Price, Marguerite, Otterbein;

Richardson, Frances W., South Bend;
Shevchik, Olga, Gary;
Strong, Stella B., Earl Park;
Struble, Agnes, Van Buren;
Taylor, Mary L., Spiceland;
Thornton, Doris W., Merom;
Williams, Madaleine, Seymour;
Wingerd, Frances, State Library (part time);
Zype, Glayds V., Hammond.

SCHOOL LIBRARIANS AT INDIANA UNIVERSITY

Eight hours of library science for school librarians was given during the regular summer session at Indiana University. Miss Margaret Cleaveland, librarian of the John Adams high school, Cleveland, Ohio, had charge of the courses in High School Library Administration, Book Selection, and Elementary Reference. Miss Irene Ryan, head of the order department of the university library, taught Order and Elementary Trade Bibliography. All students were registered for all courses offered. Those who completed the work were:

Olivia A. Baker, teacher-librarian, Lyons;
Bertha Baldwin, Indiana State Teachers College, teacher-librarian, Jefferson Center school, Columbia City;
Leah C. Baldwin, Indiana University, librarian, high school, Robinson, Ill.;
Katherine Bockhop, Indiana University, librarian, high school, St. Bernard, Ohio;
Beatrice E. Chitwood, Indiana University, office secretary, Y.M.C.A., Indiana University;
Ruth Coblentz, Manchester College, student at University of Illinois library school;
Adlai G. Dalby, Indiana University, librarian, Senior high school, Muncie;
Mary Alice Epler, Butler University, librarian, high school, Beech Grove;
Charline Galloway, Indiana University, teacher-librarian, high school, Covington;

Mary Graham, Franklin College, teacher-librarian, high school, Flora, Ill.;
 Myrtle Norman, Indiana University;
 Marie Rice, Indiana University, teacher-librarian, Lynnville;
 Jennie F. Slack, Indiana State Teachers College, teacher-librarian, Lyons;
 Christine Sowash, Ball State Teachers College, teacher-librarian, high school, Crown Point;
 Mrs. Arthur B. Stonex, Indiana University, assistant librarian, high school, Bloomington;
 Mary Louise Thomas, DePauw University, librarian, high school, Greensburg.

BOOKS FOR HOLIDAYS

No holiday approaches without making its imminence felt in every library. The collection of books should be made as full as possible and the following list is suggested as a guide to purchases.

History, Customs and General

Book of Christmas 369p. Macmillan 1924 \$2.00

Customs and beliefs, together with selections in prose and verse
 Chambers, R. ed. Chamber's book of days 2v. Lippincott \$10.00

Not so generally useful especially to small libraries as Walsh, but has a great amount of information regarding days, together with other material made accessible by an excellent index.

Deems, E. M. comp. Holy days and holidays 767p. Funk & Wagnals 1901 \$6.00

Contains brief histories of the holidays, with appropriate poems, extracts from sermons, etc

Eddy, L C Holidays 304p. Christopher Publishing House 1928 \$2.00

Holidays throughout the world

Hazeltine, M. E. comp. Anniversaries and holidays; a calendar of days and how to

observe them 288p. A. L. A. 1928 \$6.00

A most useful compilation, with bibliographies on customs, plays, poems and parties both general and on particular holidays. The list of birthdays and events for each day of the year will be most helpful, too

Humphrey, G. Stories of the world's holidays 335p. Bradley 1923 \$1.75

For children

Kelley, R. E. Book of Hallowe'en 195p. Lothrop 1919 \$1.75

Also contains suggestions for readings, etc

McSpadden, J. W. Book of holidays 346p. Crowell 1927 \$1.75

Patten, H. P. The year's festivals 270p. Page 1903 \$2.00

Pringle, M. P. & Urann, C. A. Yule-tide in many lands 201p. Lothrop 1916 \$1.50

Walsh, W. S. comp. Curiosities of popular customs 1018p. Lippincott 1897 \$6.00

Every library should have this. It is first aid in questions relating to the histories of the various holidays and to their celebration in other lands

Readings, Stories, Plays

Abbott, E. H. But once a year: Christmas stories 313p. Appleton 1928 \$2.00

Adams, F. & McCarrick E. comps. High days and holidays 337p. Dutton 1927 \$2.00

Poetry for special days including Roosevelt's birthday, Book Week, Armistice Day, and others not usually found in compilations

Ayer, M. A. comp. Our mothers 222p. Lothrop 1916 \$1.50

Selections in prose and verse suitable for Mother's Day

Carnegie library school association Our holidays in poetry 480p. Wilson 1929 \$2.25

Carter, E. H. Christmas candles 316p. Holt 1915 \$1.90

Plays for children

Christmas in many lands 259p. Page
1922 \$2.50

second series 215p. Page 1928
\$2.50

Stories for children The scene of each
one is a different country

Deming, N. H. & Bemis K. I. comps. Pieces
for every day the schools celebrate 349p.
Noble 1922 \$2.00

Dickinson, A. D. ed. Children's book of
Thanksgiving stories Doubleday \$1.75

Dickinson, A. D. & Skinner, A. M. eds.
Children's book of Christmas stories,
335p. Doubleday 1913 \$1.75

Frost, L. ed. Come Christmas: a selection
of Christmas poetry, song, drama and
prose 430p. Coward-McCann 1929
\$2.50

Gribble, L. R. ed. A christmas treasury in
prose and verse 231p. Macmillan 1929
\$1.75

Lewis, D. B. W. and Heseltine, G. C., comps.
Christmas book; an anthology for mod-
erns 320p. Dent 1928 \$3.00
Selections in prose and verse

Niemeyer, M. A. New plays for every day
the schools celebrate new ed. 368p.
Noble 1929 \$2.00

Olcott, F. J. ed. Good stories for great
birthdays 483p. Houghton 1922 \$3.00

Good stories for great holidays
461p. Houghton 1914 \$3.00

Both for children

Olcott, V. Holiday plays for home, school
and settlement 197p. Dodd 1917 \$2.00

Plays for children, with suggestions
for costumes

Pemberton, M. Christmas plays for chil-
dren 109p. Crowell n. d. \$1.50

Rice, S. S. Holiday selections for readings
and recitations 223p. Penn. 1890 1920
\$1.00

Russell, M. M. Pageants for special days
in the church year 151p. Doubleday
1928 \$1.50

Sanford, A. P. and Schauffler, R. H. comp.
Little plays for little people 361p. Dodd
1929 \$2.50

Includes such occasions as child health
week, safety week and music week

Schauffler, R. H. ed. Our American holi-
days Dodd \$2.00 per vol.

A most useful series It contains a
volume each on Christmas, Thanks-
giving, Easter, Lincoln's birthday,
Memorial day, Arbor day, Flag day,
Independence day, Mother's day,
Washington's birthday and Armistice
day and the Magic of books

Schauffler, R. H. and Sanford, A. P. Plays
for our American holidays 4 vols. Dodd
1928 \$2.50 per vol.

Vol. 1 Plays for Christmas and other
high days: including St. Valentine's
day, St. Patrick's day, Easter and
Hallowe'en 350p. Dodd 1928 \$2.50

Vol. 2 Plays for festivals: including
New Year's day, Twelfth night,
Arbor day, April Fool's day, May day,
Thanksgiving day, Forefathers' day
363p. Dodd 1928 \$2.50

Vol. 3 Plays for patriotic days: for
Lincoln's birthday, Washington's
birthday, Flag day, Memorial day,
Independence day, Thomas Jefferson
day and Armistice day 360p. Dodd
1928 \$2.50

Vol. 4 Plays for special celebrations:
including Mothers' day, Children's
day, Labor day, Columbus day,
Health week, Music week, Book week
and Red Cross week 344p. Dodd
1928 \$2.50

Shay, F. ed. Appleton book of Christmas
plays 253p. Appleton 1929 \$2.50
For adults, chiefly

Skinner, A. M. and Skinner, A. L. Em-
erald story book; stories and legends of
spring, nature, and Easter 371p. Duf-
field 1915 \$2.00

Pearl story book: stories and
legends of Christmas, New Year's day
and winter 377p. Duffield 1919 \$2.00

Topaz story book: stories and
legends of autumn, Hallowe'en and
Thanksgiving 381p. Duffield 1917 \$2.00

- Turquoise story book: stories and legends of summer and nature 409p. Duffield 1917 \$2.00
- Smith, E. A. and Hazeltine, A. I. Christmas in legend and story 283p. Lothrop 1915 \$2.00
- Stevenson, B. E. and Stevenson, E. S. comps. Days and deeds: a book of verse for children's reading and speaking 399p. Doubleday 1926 \$1.75
- Days and deeds: prose for children's reading and speaking Doubleday 1907 \$1.75
- Townsend, R. T. ed. An old-fashioned Christmas: a collection of stories full of the cheerful Yule-tide spirit 192p. Doubleday 1927 \$2.00
- Thirteen stories from *Country Life* by various authors.
- Van Buren, M. and Memis, K. I. Christmas in modern story, an anthology for adults 360p. Century 1927 \$2.50
- Christmas in story-land 328p. Century 1927 \$2.00
- eds. Easter in modern story 309p. Century 1929 \$2.00
- Fathers' day in modern story 336p. Century 1929 \$2.50
- Thanksgiving day in modern story 351p. Century 1928 \$2.50
- Mother in modern story 365p. Century 1928 \$2.00
- Wilkinson, M. comp. Yule fire 201p. Macmillan 1925 \$2.50
- Poems and carols (without music)
- Woods, M. Why we celebrate: holiday plays for young people 182p. French 1927 \$1.50
- Wynne, A. For days and days 276p. Stokes 1919 \$2.50
- Verses for children
- Parties**
- Aspinwall, M. Putnam's book of parties 321p. Putnam 1927 \$1.75
- Barse, M. E. (Mary E. Blain, pseud.) Games for St. Valentine's day 53p. Barse 1928 60c
- Burt, E. R. Planning your party 322p. Harper 1927 \$2.00
- Dawson, M. The Mary Dawson game book 828p. McKay \$2.00
- One of the best party books Pages 521-822 are on holiday games
- Dawson M. and Telford, E. P. Book of entertainments and frolics for all occasions 235p. McKay 1911 \$1.25
- Geister, E. Fun book: Stunts for every month in the year 190p. Doran 1923 \$1.25
- Glover, E. H. "Dame Curtsey's" book of games for children McClurg 1914 \$1.00
- "Dame Curtsey's art of entertaining for all occasions 355p. McClurg \$1.50
- Lamkin, N. B. Good times for all times: a cyclopedia of entertainment with programs, outlines, references and practical suggestions for home, church, school and community 377p. French 1929 \$4.00
- A comprehensive book covering entertainments for many occasions, with about a hundred pages on holidays The suggestive programs and book lists will be welcomed by librarians
- Lear, S. and Mishler, M. B. World's best book of games and parties 320p. Penn 1926 \$2.00
- Linscott, H. B. Bright ideas for entertaining rev. ed. 304p. Macrae 1927 \$1.50
- Parties*, a magazine of decorations, costumes, games, refreshments
- Published four times a year by the Dennison Mfg. Co., Framington, Mass. Yearly subscription 75c
- Van Derveer, L. C. Holidays and in-between times: new ideas in entertainment 247p. Baker 1923 \$1.50
- Both selections and games for the various holidays
- Wallis, C. and Gates, N. R. Parties for occasions 249p. Century 1925 \$1.75
- Walcott, T. H. ed. Book of games and parties for all occasions 607p. Dodd 1920 \$2.50

—Florence Venn.

NEWS OF INDIANA LIBRARIES

This has been a great summer for refurbishing libraries. The Culver public library was redecorated and furniture refinished. The Marion public library was closed six weeks for a thorough redecorating, the first in eight years. The Lebanon library has been redecorated and new lighting installed and on opening celebrated its 25th anniversary. The Remington library was completely redecorated and the foundations repaired to keep out water. At Anderson a new second floor has been added to the steel stack which will accommodate 10,000 volumes.

Anderson. Miss Edith Anna DePoy, formerly librarian at Van Buren, has succeeded Miss Sarah Gilmore as assistant in the public library. Miss Gilmore will attend the University of Wisconsin library school this year.

Bloomington. A two-volume "Dramatic Portrait Gallery" containing portraits from life of distinguished actors and actresses in their most celebrated personations has been given to the University library by Miss Minnie Dunn. It is a memorial to her brother James Dunn who himself prepared the volume in the 1880's.

East Chicago. The library board has been authorized by its own vote and the concurrent vote of the city council, to issue bonds amounting to \$60,000 for building purposes. Most of the money will be spent for an addition to the Indiana Harbor library.

Evansville. Miss Lelia Wilson resigned her position as county librarian at the public library August first because of ill health and will rest at her home in Mason City, Illinois. She is succeeded by Miss Beatrice Doran, head of the East Side branch and Miss Doran's place is filled by Miss Amanda Browning of Greencastle who has been reference librarian at Ball Teachers College in Muncie the last year. Miss

Browning is a DePauw graduate and of the Los Angeles library school and has also worked in the Los Angeles public library.

Miss Mary Cutter of the East Side branch library has gone to Lakewood, Ohio, as children's librarian and is succeeded by Miss Rosemary Fitzharris of Saginaw, Mich., who attended the Pittsburg library school last year.

Fairmount. The library board has purchased the home of the late Dr. D. A. Holliday and arranged it for library use. The house is on Main street and large enough for a permanent home for years. Purchase was made possible by a gift of \$1,000 by Dr. L. D. Holliday, a son, and by using money left the library through the will of the late Mrs. Rebecca Hardwick. For some time the library has had a room in the Citizens' Bank building.

Fort Wayne. A box containing a scrap book of newspaper and magazine clippings concerning Woodrow Wilson, has been presented to the library by Miss Mary C. Kolb head of the history department of Central high school, who obtained and compiled the clippings. The gift was made on a condition that the box be allowed to remain sealed for 50 years. This was acquiesced in by Miss Margaret M. Colerick, librarian, and the seal was fixed by her in the presence of Miss Kolb and Miss Cecil Foley. The clippings cover a period from 1913, the year before the opening of the World war, to 1930.

Hobart. Announcement has been made of the marriage of Miss Bess Banks to Basil McGillivray of Gary, August 6th. Miss Banks graduated from Bush Conservatory, Chicago, and engaged in concert work for several seasons before joining the Gary library staff as branch librarian at Hobart.

Indianapolis. The Board of Trustees of Butler university has appointed Leland Smith of Cleveland as librarian. Mr. Smith

had his academic training at Harvard and Western Reserve university and has been in the Cleveland public library for several years.

Miss Sarah St. John who has been librarian of the John Herron Art Institute for six years has been granted the first loan from the Indiana Library Association Loan Fund and will attend Columbia university Library school the coming year. Miss St. John is an honor graduate of DePauw, has built up a fine library at John Herron and become interested in art library development.

Story hours have been conducted on thirty-five Indianapolis playgrounds by members of the public library staff during the months of July and August. In July the total attendance at these story hours was 4,302. A prominent feature this year was the huge orange umbrella lettered "Library Story Hour" in large black letters. This umbrella maintained a regular schedule and was a much-coveted visitor as it traveled from one playground to another.

Members of the 1930 Indianapolis Training Class have been appointed as follows:

Mary Armstrong, assistant, Irvington branch library; Helen Brown, assistant, Order department; Helen Chandler, assistant, Technical department; Mary Davidson, assistant, Order department; Sarah Goldstein, assistant, Catalog department; Mary Irwin, assistant, Circulation department; Helen Kinsey, assistant, Teachers' special library; Dorothy Lawson assistant, School libraries division; Ethel Malloch, assistant, Madison avenue branch library; Ruth Shanks, assistant, West Indianapolis branch library; Esther Thornton, assistant, Circulation department; Jean Vestal, assistant, Rauh memorial library.

Miss Vera Morgan, who has returned from a year's work at the School of library service, Columbia university, has been engaged on a survey of Indianapolis public library borrowers as affected by location of library agencies, population trends, industrial zoning, school locations and other important factors. The study is based on a

project carried on under the direction of Dr. Clyde White of the Indiana university school of social work. The project included map plotting of a twenty per cent sampling of Indianapolis borrowers, showing actual residences of borrowers by census tracts. This plotting furnished accurate enough data for Miss Morgan's study to produce some very valuable results.

Miss Carrie E. Scott, supervisor of children's work at the public library was speaker at the University of Iowa conference for library workers at Iowa City June 30 to July 2. Her subject was, The scope of work with children in a public library. Miss Scott also lectured at the Pittsburgh library school as well as giving the course on children's work in the Indiana library summer school.

Miss Dorothy Sipe, who has been attending Columbia university, has returned as assistant in the art room of the public library.

Child Life magazine has issued a neat advertising folder featuring the use of that magazine in the Indianapolis public library. It is attractively illustrated and announces that the magazine has 3,776 library subscriptions.

According to the terms of the will of Miss Adaline Denny who died June 13, the State library will receive all of the books in her library. The collection includes some very valuable early Indiana items and the bequest is greatly appreciated.

The State library is having several changes in personnel. Miss Jennie F. Scott left in June after 26 years of service because of her health. Miss Nellie M. Coats will become the head of the catalog division. Miss Nellie M. Bredehoft from the Illinois university library will succeed Miss Coats in the reference division. Miss Mary Binford, first assistant in the catalog division, leaves, October 1st, to become head of the catalog department at the public library, El Paso, Texas. Mrs. Doris Guthrie Hadley leaves the division at the same time to devote her time to her family. In the Indiana history division

Miss Nellie C. Armstrong, who has devoted half time for several years to calendaring the manuscripts in the Ewing collection will devote full time to her editorial work in the Historical bureau. Miss Mildred C. Stoler of Alexandria will take a full time position as assistant. Miss Stoler is an M.A. in history at Indiana university and has specialized in Indiana history and will take charge of the work with manuscripts in the State library.

Jeffersonville. Miss Ina Whitcomb of Seymour, who has been assistant at North Vernon and Jennings county library, has transferred to the Jeffersonville public library as first assistant.

Lawrenceburg. Mrs. Harriet C. Gooden, assistant librarian, passed away June 14th, after a short illness. Mrs. Cary Fagaly has been assisting the librarian, Miss Tebbs, since the death of Mrs. Gooden.

Monon. Miss Ethel Richardson has been appointed librarian to succeed Mrs. Howard Lee, who has resigned to enter Hanover college with her husband.

Mooresville. The public library has been presented a four burner electric stove with oven by the Public Service Company. It was completely installed in the kitchen where different organizations of the community may use it.

Muncie. Miss Gertrude Schwab, librarian for three years of the public library, resigned and August first went to the Queensborough public library, Jamaica, N. Y., as assistant in the catalog department. Miss Susan B. Weimer is serving as acting librarian.

North Vernon. The trustees of the Jennings county library rejoiced in June to receive the following letter from Riverside, California.

President Board of Trustees:

I am sending you by express today a gavel belonging to the late John Overmeyer and a picture of the members of

the Indiana Legislature at the time he was speaker of the House. These articles were left to the library under the will of the late Mrs. Florence O. Cutter and were the properties of her father. Also you will find check for \$1,000 enclosed which is the legacy left the library under Mrs. Cutter's will. I might add that under the terms of the will there are no restrictions as to the use to which this money shall be put.

Very truly yours,
Henry L. Adams,
Executor.

Peru. Miss Alice Clifton, who has been an assistant in the public library, has been appointed librarian of the high school library.

South Bend. Proposed construction of a \$250,000 public library building in 1931 on the site of the present library at Wayne and Main streets has been announced by the board of education. Ernest F. Young, local architect, has been named by the board to draft plans for the structure which will be of Summerville type. The board decision to build was believed to be prompted by a substantial balance shown by the public library building and ground fund made public in the school city's annual financial report. The present library building was built in 1896. Built for 60,000 books the collection numbers over 90,000 now and the circulation has increased from 2,000 a month to 2,000 a day. The library has had an interesting history.

As early as 1872 efforts were made to establish a permanent free public library in South Bend. Dr. Louis Humphreys, then mayor; ex-mayor W. G. George and John Klingel, for many years on the board of education, were largely responsible for the success of these efforts, a library being opened in a back room of a store on the east side of Michigan street just north of Washington. This sufficed for but a short period. Later larger quarters were occupied on the second floor of 123 West Washington street. Fire in the building partially destroyed the

library and it was discontinued. Then came a state law authorizing school boards to establish free libraries. This necessitated a tax.

As it was desirable to open a library before the tax was available James Oliver, well known plow manufacturer, advanced money sufficient to purchase books. Contributions were made by Clem Studebaker, Leighton Pine and others. A library was opened in 1888 on the top floor of the Oliver opera house on North Main street. In 1895 the school board acquired the property at the southeast corner of Main and Wayne streets and began erection of the present red sandstone structure the same year. It was opened May 1, 1896, and ever since has served a good purpose. The building cost about \$40,000. From 1888 to the present South Bend's public library has had only three librarians—Miss Evelyn Humphreys, now Mrs. David Hoffman; Miss Virginia Tutt, who passed away May 30, 1927, and Miss Ethel Baker, present librarian.

The first annual report of the work of the new business branch of the public library has been made public. During the year 21,750 readers were registered, and 7,453 books were loaned. Magazines, pamphlets and clippings have been in use, while 1,376 business services have been used. Borrowers registered during the year number 305, with 1,294 regular borrowers transferred from the main library. Six hundred one new books have been acquired and the information files are rapidly being enlarged and perfected.

So great was the increase in the demand for books and service at the Virginia M. Tutt branch that it has been enlarged to occupy two large rooms. An archway connects the two rooms used for children and adult readers.

From September to January members of the public library staff will have a part in a juvenile book review hour broadcasted at 5:30 every Friday evening from the South Bend radio station WSBT. This is made possible through the cooperation of the local bookstore.

Miss Frances Grim, a graduate of Oxford college and Western Reserve library school, has joined the adult staff and will act as advisor for the young people of the 'teen age.

Miss Margaret Beattie will replace Miss Jane Parker in the children's room, the latter having been transferred to the Virginia M. Tutt branch to fill the vacancy created by the resignation of Mrs. Hazel Foster. Miss Zoe Francis Wilson will be a new assistant in the LaSalle branch.

Miss Helen Siniff has returned to the adult department of the public library after a year's leave of absence spent at the University of Michigan library school.

Versailles. Friday, June 13th, proved to be a lucky day for the citizens of Versailles and community when a trust fund, known as the Tyson fund and gift of James Tyson, a former Versailles citizen, consisting of 18,000 shares of common stock in the Walgreen Company, was recorded in the county recorder's office. The purpose of the gift as designated by the recorded instrument is to supply money to be used for "promoting religious, educational and social advancement among the residents of Versailles and vicinity; building and maintaining a church, library, water works and other public institutions as the trustees see fit." There are special provisions for providing a dinner for the inmates of the county farm on New Year's Day, Easter, July 4th, September 14, Thanksgiving Day and Christmas and to take care of Cliff Hill cemetery and the cost of a library is limited to \$50,000. The fund is to be administered through a board of trustees. This board as now constituted are James H. Tyson, Francis I. Thompson and the Union Trust Company of Indianapolis.

Vevay. Miss Amy Johnson, who has been librarian for five years of the county library at Fort Benton, Montana, succeeded Miss Bess Lanham as librarian of the Switzerland county library in August. Miss Johnson's home is in Attica.

Vincennes. A branch library is to be established in the Vigo school building in order to give families on the south side of the city better reading facilities. Traveling library collections will be placed in all fire stations also.

Warsaw. Miss Margaret Hager, who has been children's librarian for two years in the public library has resigned to attend Illinois library school.

West Lafayette. The board has decided to remove the Children's room to the upper floor of the library building. Gifts have been received to provide shelving, new furniture and decorating.

Westfield. Plans are being prepared by Wilson B. Parker of Indianapolis for a stack room addition to the library building.

A people which takes no pride in the noble achievements of remote ancestors, will never achieve anything worthy to be remembered with pride by remote descendants.—*Macaulay*.

The man who is fond of books is usually a man of lofty thought, of elevated opinions. A library is the strengthener of all that is great in life and the repeller of what is petty and mean; and half the gossip of society would perish if the books that are truly worth reading were but read.—*George Dawson*.

Of course, reading in itself is not a virtue. There is no particular merit in merely reading a lot of books. We must make sure that they are worth while and that they are read worthily. Some books only tend to vulgarize the taste. Many can add nothing to one's mental stature. They do not stimulate thought. The mind can be virtually drugged by reading, by over-doses of trashy fiction, by too constant poring over miscellaneous popular periodicals and newspapers. —*Theodore W. Koch*.

Reading is to the mind what exercise is to the body. As by the one health is preserved, strengthened and invigorated; by the other, virtue (which is the health of the mind) is kept alive, cherished, and confirmed.—*Sir R. Steele*.

Employ your time in improving yourselves by other men's documents; so shall you come easily by what others have labored hard for.—*Socrates*.

Culture is rather that which remains when we have forgotten all that we are supposed to have learned; not what we know but what we are.—*Arthur Cotton*.

Fateful are the leisure hours; they win or lose for us all eternity.—*Lorado Taft*.

He who reads and reads
And does not what he knows
Is he who plows and plows
And never sows.

—*Old Oxford Motto*.



